DOCUMENT RESUME

ED 376 682 EC 303 512

AUTHOR	Browning, Philip; Brechin, Connie
TITLE	Assessment in Transition: A Functional Definition and Collaborative Program for Practice.
PUB DATE	93
NOTE	7p.; Contains broken print throughout.
AVAILABLE FROM	Auburn University, 1234 Haley Center, Auburn, AL 36849-5226 (free).
PUB TYPE	Journal Articles (080) -- Viewpoints (Opinion/Position Papers, Essays, etc.) (120)
JOURNAL CIT	Vocational Evaluation and Work Adjustment Bulletin; v26 n4 p137-41 Win 1993
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Data Collection; *Definitions; *Disabilities; Education Work Relationship; Models; Program Development; Secondary Education; *Student Evaluation; *Transitional Programs; *Vocational Evaluation
IDENTIFIERS	Functional Assessment

ABSTRACT

This paper provides a definition of assessment that is tailored to the unique considerations of the concept and practice of the transition of students with disabilities from school to adult life. Assessment in transition is considered to be the on-going process of obtaining and properly using both person and environment-based assessment information for the purpose of aiding in decision making about individualized program planning and implementation of needed educational, vocational, and community-based services for youth with disabilities in transition. The need for a collaborative and systematic model program through which assessment activities should be performed is discussed. Such a program would help to determine what type of information is to be gathered, who is responsible for gathering it, when and how often it is to be gathered, who is responsible for recording and interpreting it, how it is to be used, and who will be the users. (Contains 18 references.) (JDD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Assessment in Transition: A Functional Definition and Collaborative Program for Practice

PHILIP BROWNING, Ph.D.
Dr. Browning is a Professor and Chair of the Department of Rehabilitation and Special Education at Auburn University in Alabama.

CONNIE BRECHIN, M.A.
Ms. Brechin is a Unit Supervisor in the Division of Rehabilitation Services in Gadsden, Alabama.

ED 376 682

PERMISSION TO REPRODUCE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY
Philip Browning

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in the document do not necessarily represent official OERI position or policy.

Abstract: The purpose of assessment in transition is to provide an information-base for decision-making about the development and implementation of students' individualized transition plans and related programs and services. In order to enhance its contribution to transition, a definition of assessment is provided that is tailored to the unique considerations of the concept and practice of transition. The need for an assessment program through which assessment activities should be performed is also discussed. Such a program would help to answer the following questions: (a) what type of information is to be gathered, (b) who is responsible for gathering it, (c) when and how often is it to be gathered, (d) who is responsible for recording and interpreting it, (e) how is it to be used, and (f) who will be the users.

EC 303512

Successful transition for most youth with disabilities requires an array of educational, vocational and community-based services that are provided by different interagency personnel and delivered at different stages in the transition process. Assessment is one of the many critical components for the successful planning, programming, and eventual placing of youth with disabilities from school-to-work and into the community. In a recent statewide study (Browning & Brechin, 1993) of rehabilitation transition specialists, for example, 93% (N = 54) of the counselors surveyed considered assessment to be either "very important" or "important". In addition, its importance is reflected in the literature that has emerged on the topic since the early 1980s, such as books (Halpern & Furher, 1984; Stodden, Ianacone, Boone, & Bisconer, 1987) special issues in national periodicals (Elrod, 1987; Stodden, 1986), journal articles (Dick, 1987; Elrod & Sorgenfrei, 1988), and instrument reviews (DeStefano, Linn & Markward, 1987).

Also essential to successful transition are the collaboratively developed plans that are designed for each individual in the transition program. Central to this paper is the authors' position that the soundness of these plans is predicated, in part, upon the usage of assessment information that is "functional" in its application. This requirement is met by linking obtained information to the transition goal(s) for each student and then by properly applying this information to decision-making that leads to the successful achievement of that goal. Interestingly, Browning and Brechin (1993) found in their study that 40% of the rehabilitation transition specialists were only "moderately satisfied" (or less than) with the usefulness of assessment information in helping them to make appropriate client decisions.

The purpose of this paper is to present a definition of assessment that is tailored to the unique considerations of the concept and practice of transition. Because of the nature of transition itself, the need for a model program through which the assessment is practiced with students in transition is also discussed.

Background

The purpose of assessment in transition is to(a) serve the wants, needs, preferences, and culture of the students in transition (Falvey, 1989) and (b) provide a functional information-base for decision-making about the development and fulfillment of students' individualized transition plans and related programs. This background section provides a foundation for better understanding its nature and importance by examining both assessment and transition.

Assessment

Assessment "...usually refers to *multiple methods* of gathering pertinent data (information) on variables that are relevant to a particular *decision-making* process" (Frey, 1984, p. 14; authors underline). Accordingly, assessment is considered to be a broader term than either measurement or testing and therefore may include such methods and

BEST COPY AVAILABLE

procedures as ratings, questionnaires, naturalistic observations, and interviews (Halpern & Furher, 1984). Also the assessment information to be gathered should be relevant to the user(s) in the decision-making process. The types of information to be obtained should depend on the different users and their intended uses of that information, with the recognition that such information is to "aid" or "assist" them in making program-related decisions. Finally, when test methods are used, it is critical that both the data gatherer and user have a sufficient knowledge-base about the traditional and functional approaches to measurement.

The traditional testing approach (i.e., norm-referenced) is for the purpose of comparing a person's test performance to the test performance of his or her peers. In other words, one's results on a standardized test (e.g., intelligence, ability, aptitude, trait) allows the tester to interpret how that person's performance compares to "norms" of other individuals with similar characteristics. A major assumption underlying this approach is that standardized measures of existing aptitudes, interests, and traits can be used to predict subsequent learning, performance, and adjustment. This assumption continues to be empirically challenged, especially in terms of standardized or norm-referenced test results that are applied to persons who are more severely developmentally disabled (Halpern, Lehmann, Irvin & Heiry, 1982).

The functional measurement approach (i.e., criterion-referenced) measures a person's development of particular skills in terms of absolute levels of mastery. Rather than comparing the individual's performance to the performance of the norm of a group, the individuals' performance is compared to an objective standard, with the test items often linked directly to specific instructional assessment refers to "...assessments that describe and define in specific and objective terms those skills within the student's repertoire that allow him or her to participate in a wide variety of integrated community environments" (Falvey, 1989, p. 6).

This more functional approach to assessment for students in transition is supported by a recent study (Brown, Browning, & Dunn, 1992) with 302 secondary special education teachers. The teachers were provided a list of competencies and asked to evaluate them in terms of their importance. Ninety-four percent of the teacher sample indicated that "Knowledge of assessment approaches stressing *close relationship* between student evaluation and student intervention" was either "important" or "very important". The authors contend that this functional approach is required if the results of transition assessment are to have direct implications for program planning and implementation. That is, rather than using the traditional approach of measuring traits to predict performance, we should assess directly the transition-related competencies that will be taught and base subsequent instructional decisions on the results of that assessment. In addition to allowing for continuous, on-going assessment of an individual's progress toward instructional/training objectives, this approach also allows for a "functional" diagnostic assessment (i.e., what transition skills the individual has and has not mastered and what type of instructional considerations might be necessary in order to teach to the mastery of those skills that are necessary for successful transition).

Transition

In order to tailor a useful definition of assessment to the area for which it is intended, it is first necessary to understand the meaning of that area, which in this case is transition. In other words, the authors contend that the transition definition one elects to incorporate into their practice will affect the nature of the assessment they provide in terms of (a) what type of assessment is performed, (b) when and how often it is done, (c) who does it, (d) how the assessment information is to be used, and (e) who the users are.

In the early 1980s, Madeline Will (1984) said that transition was "... an outcome oriented process encompassing a broad array of services and experiences that lead to employment. Transition is a period that includes high school, the point of graduation, additional post secondary education or adult services, and the initial years of employment. Transition is a bridge between the security and structure offered by the school and the risks of life" (Will, 1984, p. 2). As expected, alternative models to this employment definition emerged in the literature. Halpern (1985) offered a contrasting definition that suggested that the primary focus of transitional services should be living successfully in one's community. In addition to employment, he suggested two other dimensions: (a) the quality of a person's residential environment, and (b) the adequacy of one's social and interpersonal network. Brolin's (1992) definition also expands upon the employment focused definitions, by viewing transition as a process-oriented educational program (K-12) that is organized to, among other things, "...provide school, home, and community-based instruction experiences that will teach students the skills, behaviors, and attitudes needed for successful adult living, interacting with others and working" (p. 25).

Finally, a legislatively couched definition that will likely guide transition developments, programs and policies for the remainder of the 1990s is provided:

> The term 'transition services' means a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, community experiences, the development of employment and other post-school adult living objectives, and when appropriate, acquisition of daily

BEST COPY AVAILABLE

living skills and functional vocational evaluation (The Individuals with Disabilities Education Act P.L. 101-476, s/2 (a) (19).

While each of the above definitions has its own unique features, there are four characteristics that are common to all of them. Transition is most commonly viewed as a process that is (a) *longitudinal* in nature, beginning with the students no later than the start of high school and most often continuing through their post-secondary education; (b) *individually plan-directed* in terms of written desired goals, needed services, and procedures for implementation; (c) *collaboratively* implemented by interagency personnel and significant others (teachers, parents, counselors, employers), and (d) *outcome oriented* in terms of the youth's personal, vocational, residential, and community success (depending on the definition). It is these common elements that serve as the parameters for tailoring the assessment definition subsequently offered. For example, there should be multiple time periods for obtaining information due to the time span of the transition process, the purpose of the information is to provide a foundation for the plan that is to be enacted, and the types of information to be gathered should be determined by the goal(s) that are specified in the plan.

A Definition of Assessment in Transition

The authors consider functional assessment in transition to be the on-going process of obtaining and properly using both person and environment-based assessment information for the purpose of aiding in decision-making about individualized program planning and implementation of needed educational, vocational, and community-based services for youth with disabilities in transition. This definition of assessment in transition includes eight key terms: *assessment information, person-environment, on-going, proper utilization, decision making, individualized, program planning and implementation,* and *services.* Each of these elements is defined here in order to give further meaning and clarity to the definition.

1. *Assessment information* refers to the transition-related information that may be based on different measurement approaches (Norm-Referenced and Criterion-Referenced Tests), as well as an array of data collection methods (interviews, questionnaires, self-reports, rating scales, tests, and direct observations). As noted under decision-making below, the type of information to be gathered is directly related to the purpose and goal of transition.
2. *Person and environment* means that the assessment information may be obtained about and directly from the student in transition, from others about that student, or from and about the environment(s) that have relevance to the student. Also, person-environment implies that there is a dynamic interaction between the two and therefore assessment information must be collected on both, in order to evaluate the relationship (or discrepancy) between the student in transition and the environment in which he or she will reside.
3. *On-going* assessment is necessary because the transition process is developmental in nature, extended over a period of years, and requires different programmatic emphases at different stages in the process.
4. *Proper-utilization* implies that the users of assessment-based information be sufficiently knowledgeable about the purpose of the measurement approaches and methods used (traditional vs. functional), their respective strengths and limitations, and applications in transition planning and programming.
5. *Decision-making* is using the assessment information to "aid" or "assist" in making program-related decisions about the students in transition. The assessment information obtained must have specified utility that will minimize the practice of simply gathering information for the sake of information. Furthermore, the type of information gathered is guided by the fact the decision-making process should be directed toward the goal of preparing students with disabilities for eventual personal, vocational, residential, and community adjustment.
6. *Individualized* assessment indicates that the obtained information is for the purpose of tailoring the transition goals, services and programs to the unique wants, needs, preferences and culture of each individual.
7. *Program planning and implementation* should be based, in part, on assessment information. In other words, it should serve as a foundation for developing and tailoring the "individualized transition plans" for each individual.
8. *Needed services* refers to an array of wants and needs that students in transition may have to help assure them success in transition. Such an array of services implies a broad definition of transition, with the outcome including personal, vocational, residential and community adjustment.

An Assessment Program for Practice

In order to assure that functional assessment will play an important and contributing role in the successful transition for youth with disabilities, it is also proposed that transition personnel develop at their respective sites a well-planned and organized assessment program that is guided by a definition of assessment tailored to transition. The rationale for such a program is based on the premise that assessment in transition needs to be both collaborative and systematic.

Collaborative

Transition, by definition, requires a collaborative effort among a number of personnel who represent different interests and responsibilities in the process. All of these

BEST COPY AVAILABLE

parties, including the students / clients and their parent(s), should be involved in planning and implementing an individual's transition program. Contrary to this practice, Browning & Bechin (1993) found that 43% of the surveyed transition counselors indicated that they either "never" or "only seldom" met with the special education teacher (and others) to develop the transition portion of their clients' IEP/ITPs. The reasons were many, ranging from the teachers not informing the counselors of the meetings to their scheduling the meetings at inconvenient times. Regardless, such practice must be changed if there is to be collaborative programming.

The purpose of assessment is to serve as a foundation for decision-making in the student's individualized plan. Such a plan should be based on the collective design of all stakeholders, who should therefore collaborate with one another in identifying the needed assessment information. Given this premise, it is interesting to note that Brown, et al. (1992) found in their survey that 40% of 302 secondary special education teachers did not even know what type of vocational evaluation assessment tools were available to their students. Such findings suggest, among other things, the need for vocational evaluators to become partners in the collaborative effort.

Second, the students in transition would be better served through such a program because their transition plan and related-services would be based upon a more organized, comprehensive, and interdisciplinary body of assessment information. In other words, rather than sporadically and arbitrarily gathering assessment information in accordance to each team members own needs and wishes, a "program" would make for a more purposeful and systematic collaboration. What type of vocational evaluation information might the teacher find useful in working with the students in the classroom? What type of classroom assessment might prove to be useful to the counselors when working with the students at employment sites in the community?

Third, such a collaboration is needed if we are to acknowledge the major components of program effectiveness for students in transition. Dr. Halloran, Coordinator of Transition Services for the Office of Special Education and Rehabilitative Services, refers to one of the three essential components of transition by stating, "transition services must be community-based, and opportunities to experience and succeed in employment and other aspects of community life must be provided" (1993, p. 2). This component has direct implications for rehabilitation service providers (e.g., vocational evaluators, transition counselors) and their participating role as members of the transition team. With respect to assessment, for example, they could obtain on-going community-based, employment-related information and make such known to all stakeholders. This information would be a significant contribution to the body of assessment data upon which the individual plans were based and implemented.

Systematic

Certain types of assessment information are needed at different stages of the transition process. For example, the students' initial IEP/ITP must be developed beginning no later than age 16 and, in certain circumstances, as early as age 14 or younger. At this stage, assessment will focus on more traditional classroom needs. As the student progresses through the program and advances to a community-based training site, however, an ecological assessment will need to be performed to determine the student's interaction in real life situations and settings. Also, at different phases of the process, different team members may need information that is uniquely related to their particular service area, such as the teacher needing to know if certain basic skills have been mastered and the counselor needing to know about job readiness. Rather than all team members being responsible for obtaining their own information for their own decision-making usage, however, they should systematically develop and approve an assessment program that indicates who needs what type of assessment information and at what stage of the transition process they need it. Not only would this help to minimize duplication of information gathering efforts, but it could also increase the resources needed for obtaining such information. For example, the teacher may be in the best position to obtain certain vocational-related information like mastery of job interview skills for the rehabilitation counselor; whereas, the field-based counselor may be able to obtain important community-based information for the teacher to embellish in the classroom curricula.

When considering such an assessment program, the authors suggest that it should be (a) cooperatively developed and approved by the student and their parent(s) and all significant service providers engaged in the transition process (e.g., teacher, rehabilitation counselor, parent, vocational educator); (b) designed to systematically gather student/client-environment assessment information; (c) enacted when the site's transition program starts and continued throughout its duration; (d) annually reviewed, and modified if needed, by all users of program-related assessment information; and (e) based on a management system that accurately and cumulatively records the assessment information in a confidentially monitored central file for eligible users' accessibility.

Summary

Assessment is a critical educational and service delivery component for the successful planning, programming, and eventual placing of youth with disabilities from school-to-work and into the community. All transition team members should incorporate into their practice a common framework of the meaning of functional assessment in transition. The reader has been provided such a definition with a brief discussion of each of its main features. The extent to which all collectors and users of assessment information understand and utilize a common framework should significantly enhance their collaborative communication and practice efforts in transition should be significantly enhanced.

Finally, given the nature and duration of the transition

BEST COPY AVAILABLE

process and the multiple parties involved, it is suggested that each local transition site consider developing and implementing a well planned and organized "assessment program" that is guided by a definition of assessment tailored to the transition process. Such a program would help answer the questions of (a) what type of information is to be gathered; (b) who is responsible for gathering it; (c) when and how often is it to be gathered; (d) who is responsible for recording and interpreting it; (e) how is it to be used; and (f) who will be the users.

References

Brolin, D. (1992). Transition: Here we go again! In P. Browning (Ed.), **Transition in Alabama: A profile of commitment** (pp. 11-21). Auburn, AL: Program for Training and Development, Department of Rehabilitation and Special Education, College of Education, Auburn University.

Brown, C., Browning, P., & Dunn, C. (1992). **Secondary special education programs in Alabama: A statewide study.** Auburn, AL: Program for Training and Development, Department of Rehabilitation and Special Education, College of Education, Auburn University.

Browning, P., & Brechin, C. (1993). Alabama's rehabilitation transition counselors: A statewide study. In P. Browning (Ed.), **Transition II in Alabama: A profile of commitment** (pp. 69-81). Auburn, AL: Program for Training and Development, Department of Rehabilitation and Special Education, College of Education, Auburn University.

DeStefano, L., Linn, R., & Markward, M. (1987). **Review of student assessment instruments and practices in use in secondary/transition projects.** University of Illinois at Urbana-Champaign: Secondary Transition Intervention Effectiveness Institute.

Dick, M. (1987). Translating vocational assessment into transition objectives and instruction. **Career Development for Exceptional Individuals, 10,** 76-84.

Elrod, G. (Ed.) (1987). Transition-related assessment. [special issue]. **Diagnostique, 12,** 3-4.

Elrod, G., & Sorgenfrei, T. (1988). Toward an appropriate assessment model for adolescents who are mildly handicapped: Let's not forget transition! **Career Development for Exceptional Individuals, 11,** 92-98.

Falvey, M. (Ed.)(1989). **Community-based curriculum: Instructional strategies for students with severe handicaps.** Baltimore: Paul H. Brookes Publishers.

Frey, W. (1984). Functional assessment in the '80s: A conceptual enigma, a technical challenge. In A. Halpern & M. Furher (Eds.), **functional assessment in rehabilitation** (pp. 11-43). Baltimore: Paul H. Brookes Publishing Co.

Halloran, B. (1993). Transition services requirement: Issues, implications, and challenge. In P. Browning (Ed.), **Training II in Alabama: A profile of commitment** (pp. 1-16). Auburn, AL: Program for Training and Development, Department of Rehabilitation and Special Education, College of Education, Auburn University.

Halpern, A. (1985). Transition: A look at the foundations. **Exceptional Children, 51,** 479-486.

Halpern, A., & Fuhrer, M. (1984). **Functional assessment in rehabilitation.** Baltimore: Paul H. Brookes Publishing Co.

Halpern, A., Lehmann, J., Irvin, L., & Heiry, T. (1982). **Contemporary assessment for mentally retarded adolescents and adults.** Baltimore: University Park Press.

The Individuals with Disabilities Education Act P.L. 101-476, 602 (a) (19).

Salvia, J., & Ysseldyke, J. (1991). **Assessment.** Boston: Houghton Mifflin Company.

Stodden, R. (Guest Editor) (Fall, 1986). Vocational assessment, [special issue], **Career Development for Exceptional Individuals, 2.**

Stodden, R., Ianacone, R., Boone, R., & Bisconer, S. (1987). **Curriculum-based vocational assessment: A guide for addressing youth with special needs.** Honolulu, Hawaii: Centre Publications, International Education Corp.

Will, M. (1984). **OSERS programming for the transition of youth with disabilities: Bridges from school to working life.** Washington, DC: Office of Special Education and Rehabilitative Services, U.S. Department of Education.

VOCATIONAL EVALUATION AND WORK ADJUSTMENT BULLETIN

VOLUME 26 WINTER 1993 NUMBER 4

TABLE OF CONTENTS

EDITORIAL

The Internet, The Information Superhighway and Vocational Rehabilitation
Darrell D. Coffey 135

UPCOMING ISSUES 145

ARTICLES

Assessment in Transition: A Functional Definition and Collaborative Program for Practice
Philip Browning and Connie Brechin 137

Statistical Power of Vocational Evaluation Research
John F. Kosciulek 142

Job Tasks and Functions of Vocational Evaluators: A National Study
Darrell W. Taylor, James E. Bordieri, and Dal-Yob Lee 146

Canonical Relationships Between Vocational Interests and Aptitudes
Chow S. Lam, Fong Chan, John Hilburger, Margaret Heimburger, Vickie Hill, and Steve Kaplan 155

The Relationship Between Vocational Decision-Making and Vocational Status of Individuals with Traumatic Brain Injuries
Shirley K. Chandler, Thomas Czerlinsky, Mathews Moore, Lisa Starr Rutman, and Amy Schumacher 161

TOPICAL REVIEW COLUMN

Juliet H. Fried, Ed.D., CVE, CRC, Column Editor
Vocational Evaluation in Private Sector Rehabilitation
Reviewed by David K. Cain 171

INDEX TO VOLUME 26 173

Notice to Advertisers 175

GUIDELINES FOR CONTRIBUTORS

The **Vocational Evaluation and Work Adjustment Bulletin** is published quarterly in order to provide practitioners, consumers, and educators with an understanding of information in vocational assessment and therapeutic adjustment services. The **Bulletin** concentrates mostly upon the methodology, program innovations, and instrumentation development within the areas of vocational evaluation and work adjustment.

Potential authors should not hesitate to submit an article on the grounds that they do not know how to write for formal publications. The content of an article is much more important than writing style. Editorial assistance will be provided to clarify and correct inconsistencies in style which could lead to misinterpretation by the readership. However, the content should be well organized so that the development of ideas is logical and the suggested conclusions are clear. Vocabulary should be simple and non-technical, except when technical language is essential to explain the topic at hand.

All manuscripts must be typewritten and double-spaced, with margins of not less than one inch. The title of the manuscript should be at the top of the first page, with the name of the author or authors immediately beneath the title. Four copies of the manuscript and four copies of its abstract (approximately 150 words) should be submitted, along with a brief statement of the author's name and address, organizational affiliation, degrees received, pertinent experience, and general interest in the field of vocational evaluation or adjustment services.

Authors should follow the reference style used in this issue of the **Bulletin** which closely follows practices suggested in the **Publication Manual** of the American Psychological Association. This manual may be purchased for approximately $15.00 per copy from the American Psychological Association, 1300 17th Street N.W., Washington DC 20036. Footnotes should be avoided when possible and should be used only to further explain the text of the article. The origin of ideas should be acknowledged by including their source in the references.

Manuscripts should be submitted directly to: Dr. Darrell Coffey, Editor, VEWA Bulletin, School of Education and Human Services, University of Wisconsin-Stout, Menomonie, Wisconsin 54751, 715/232-1370. Manuscripts will be acknowledged upon receipt. Following a preliminary review by the editors, they will be sent to three members of the editorial board or selected guest reviewers.

Upon review by the editor and the editorial board, manuscripts will be either accepted, rejected, or returned to the author for suggested revision. Approximately two or three months may elapse between the acknowledgment of receipt of a manuscript and notification of its disposition. The editor will submit to the author for approval any substantial changes which arise in editing. Acceptable articles are usually published in the order of their receipt.

It is a condition of publication that manuscripts submitted to the VEWA Bulletin have not been published and will not be simultaneously submitted or published elsewhere. By submitting a manuscript, the authors agree that the copyright for their article is transferred to the publisher if and when the article is accepted for publication. The copyright covers the exclusive rights to reproduce and distribute the article, without permission in writing from the copyright holder. Rights to reproduce and distribute include reprints, photographic reproduction, microform, or any other means including electronic. Permission to use or distribute articles should be requested from the Editor of the VEWA Bulletin.

BEST COPY AVAILABLE